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[00:00:00] **Speaker 1** Enrollment. Number two is we need to simplify the process. Parents and students deserve a clear straightforward path to navigate dual enrollment opportunities. Right now the program is pretty complex and one of my goals, one of our visions was is that we would come to a point where principles and Counselors in our high schools would be able to hand a student or parents a trifold brochure that would easily navigate them through the dual enrollment process. Third, we want to ensure credits transfer smoothly. We're working to make sure credits earned in high school count across Wisconsin's colleges no matter where the student enrolls. Thanks to Speaker Voss and the Joint Finance Committee, we've already made progress in this area, but there's more that we can do. And four, we need to give students a head start. Dual Enrollment sets kids up for success. Helping them hit the ground running when they start college and it saves them a lot of money. Over the last several years I've been a member of a national task force through NCSL on student affordability and there are things that Republicans and Democrats on these task force there are things that we don't agree on from time to time. But one thing that everybody really agrees on and believes in is that better dual enrollment programs and getting kids college credits while they're in high school is one of the best paths to making college more affordable. In conclusion I'm excited to announce that I will introduce legislation crafted with inputs from all of these stakeholders. This bill will create a clear framework to make Wisconsin a leader in dual enrollment. Giving our students a real advantage, parents and students will have the tools and information they need to seize the opportunities. We'll streamline regulations to align. To align deadlines and build on progress made in the budget to improve credit transferability. Together we'll ensure our kids are ready for college and beyond right here in Wisconsin. Thank you. And with that I'd like to introduce our next speaker which is Representative Penterman and he will be talking about a teacher's bill of rights.

[00:03:01] **Speaker 2** Thank you, Representative Murphy. Good afternoon, everyone. I'm State Representative William Pincherman, and I have the honor and the privilege that when I go back home, I get to be in the classroom in a couple of public schools in my district as a part-time substitute teacher. And my time there has certainly taught me that teaching is not an easy profession. And as I talk with a number of the other teachers there, one of the most disheartening things that I hear is disruptive student behavior. And I'm not just referring to students who talk out of turn occasionally, as I was certainly guilty of that myself when I was in school not that long ago. We're talking about active, sometimes violent acts that occur against teachers. When a student throws a chair at a teacher, when a student hits a teacher. These things are not appropriate and they're not conducive for a good positive learning environment. The number one reason why young teachers leave the profession isn't lack of pay, it's disruptive student behavior and not having adequate support from their administration. So that's why we're going to be introducing legislation that gives our teachers a teachers bill of rights. Recourses that they're able to take to make sure that they are on the same page as their administration So that they can focus on what they do best and that is providing a good quality education in their classrooms That's what all of our students deserve and it's what our teachers deserve as well as to have a safe environment Where they can do their best and flourish next up we're gonna have a Expert and kind of summarize some things Daniel box

[00:04:47] **Speaker 3** I'd like to thank Representative Penterman and Speaker Voss for the opportunity to be here. It is an honor as a former public school teacher and administrator, now policy analyst for the American Enterprise Institute. Again, it is an honor to be here and to speak to some of these education issues and discipline in particular. Since the onset of the pandemic, verbal aggression between students and towards teachers has doubled. Physical aggression between students and towards teachers has doubled, unsurprisingly then discipline in schools has become the number one concern to teachers across the country. This is according to several representative surveys and why shouldn't this be the case? It is teachers in particular who have to deal with the consequences of soft discipline policies or lack of consequences in the classroom. They cannot teach algebra if there's a fight in the hallway. They cannot read great works of literature with their students if one can cuss them out with impunity. They cannot run a classroom if they are not given the respect that they deserve. All of the research is clear, one of the most detrimental factors to any student's learning is the presence of a disruptive peer in the class. Several studies have found that when schools implement any kind of soft or low-end consequence discipline policy It causes other students to act out academic achievement in both reading and math plummets, especially among our least advantaged students. The rates of low level misbehavior, so things like talking out of turn increase, as do the rates of more severe behaviors, fights, drugs, weapons on campus, these kinds of things also increase. I am grateful that Representative Penderman is introducing this bill for the good of students, for the of teachers, for the the good classrooms. I don't think there's any other legislation that could improve education and the experience and the learning that happens in a classroom as Representative Penterman's Teacher Bill of Rights. And with that, I would like to introduce Will Flanders who will also be speaking to these bills.

[00:07:07] **Speaker 4** Thank you as well, Speaker Voss and members of the assembly for the chance to speak here today. Wisconsin is grappling with a serious teacher shortage, but the root causes go much deeper than salary or workload. A growing concern, as was just heard from the previous speakers, is teacher safety. A 2024 nationwide survey revealed that a staggering 60 percent of teachers report feeling afraid to go to school at least some of the time, and over 70 percent of teachers have experienced violence at least once from a student. Nearly two-thirds of teachers say they've contemplated quitting or retiring because of violence. Closer to home, an examination of exit surveys from the Milwaukee Journal Sentinel of Milwaukee schools between 2021 and 2024, found that about one-third of employees cited poor work conditions, safety, lack of administrative support, or burnout for their reasons for leaving the profession. These numbers aren't something we can ignore, even if we're not concerned about the teacher workforce, though of course we should be. They reflect a frightening reality. Educators are increasingly unsafe in the very places they're tasked with educating our children. These negative effects, again, extend far beyond just the teachers. Our own research at Will over the years, this is an area that we've looked at in a number of different studies, has uncovered numerous harms. Schools with weaker discipline protocols consistently report depressed test scores, notably in reading and math proficiency. Our suspended reality report from a few years ago traced a troubling pattern in Milwaukee. As suspension rates decline, ostensibly as a nod towards equity, students reported feeling more unsafe in school rather than less. Soft discipline policies have not fixed inequalities, it's exacerbated them. While touted as fair, these policies increase violence and chaos in majority minority schools. This is particularly unacceptable in a state that already has, as was mentioned earlier, the largest racial achievement gaps in the country. When we think about the teacher shortage, while factors like licensing and pay are absolutely critical, a central cause of the teacher profession's hemorrhaging talent is because schools and districts are shrugging off violent incidents. Instead of facing consequences after misbehavior, students are often immediately returned to the classroom with a reward like a piece of candy. You hear these anecdotes everywhere from teachers. This undermines the teacher's authority and further erodes their ability to maintain control and as Daniel Buck just mentioned, leads to further incidents as well because kids think they can simply get away with things. Passing this bill would help protect teachers, but it's hopefully just the beginning of the discussion about how we can make Wisconsin classrooms safe and free of violence. If we want to remedy the teacher shortage, we have to stop pretending that ignoring violence doesn't push our best educators away. If we want children to learn, we cannot let classrooms devolve into disorder. Support for this bill shouldn't be partisan. It's really the bare minimum that we owe our educators. It protects them from violence, it addresses the teacher shortage, and it underscores the basic truth. Schools exist to educate children, not to serve as petri dishes for poor discipline and ideological experiments. Thank you. I'll turn it back over to the speaker for speaking on the task force.

[00:09:58] **Speaker 5** Thank you very much. Um, you know, I've been watching over the course of the past several weeks as my democratic colleagues have been talking about what they would like to accomplish this fall and the vast majority of things that they're introducing are repealing some good things that we have done. They are not really focusing on the future. They're continuing to obsess about the past and the good work that we've done. Unlike where our democratic colleagues are, we're really looking at the issues that are important to the entire state of Wisconsin. And we have had a pretty track record over the course of the past dozen years doing speaker task forces on issues that really hit at the heart of what families are dealing with on a regular basis. A lot of those bills were introduced and dozens have already become law. So we have a good track record of wanting to get things done. So today we're going to announce four additional speaker taskforces that will begin their work over the fall with a goal to produce results for our spring floor period. And to let them each talk about their task forces we'll start with Representative Brill who's going to talk about our task force on protecting It's

[00:10:59] **Speaker 6** It is our calling as Wisconsinites and our duty as elected officials to protect the most innocent among us, our kids. That is why I'm grateful for the opportunity to lead this task force on protecting children. Half of teens report being online almost constantly, almost constantly. Over half for up to four hours daily, according to Pew Research. As we face a rising youth mental health crisis in our state. We recognize that social media and unrestricted access to the internet has opened a deep chasm into our family structure and filled with mindless or even dangerous content. As so many forces try to rip families apart and divide them from each other, we have an obligation toward diligently to keep families together, connected, informed, and strong. Now more than ever, it seems that a darkness has descended on our kids. We have a duty to be a light in that darkness. As a state, our most profound responsibility is to our posterity. And with this task force, we take an important step in meeting that responsibility with the resolve, dedication, compassion, and urgency it demands. To build a stronger Wisconsin, we need to build a strong foundation for our children. To all the parents who have struggled with this, those struggling now, and to the parents feeling in the dark on social media. We see you, we hear you, and we are working for you.

[00:12:36] **Speaker 7** My name is representative Jim Pivo Marchek and I'm grateful to speaker boss and thrilled for the operating Opportunity to lead the task force on government efficiency Government should be effective, but it should also be efficient This task force is about examining how we can monetize Outdated systems cut down on waste and deliver services the people of Wisconsin deserve the task Force will focus on replacing outdated redundant processes with modern tools, reducing administrative overhead through automation, integrating systems across agencies to avoid duplicate work, and using data to predict, demand, and allocate resources more efficiently. And I will now turn over to Representative Snyder on elder services.

[00:13:38] **Speaker 8** Good afternoon. It's an honor to be named chairman of the Elder Services Task Force. When you hear Elder Services, it's not like the benefit I got when I turned 55 with a senior discount at Perkins, or possibly even the DNR giving us a discount after we got older. No, we're talking about identifying some of the other things. I heard a statistic Last week, I was at a elder justice panel hearing. They said that by 2035, here in Wisconsin, there'll be more people over the age 65 than there will be people under the age of 18. That's pretty scary to think about it, but it just shows that this population is growing older, living a little longer, and definitely becoming more vulnerable. So, according to the University of Michigan Institute for Healthcare Policy, more than one in three older adults, those between 50 and 80, report feeling a lack of companionship in the past year. Social isolation really has been associated with a significantly increased risk of premature mortality from all causes. And back to the university of Michigan, they published that 52% of the older adults to experience feelings of loneliness. Are not working or have a disability compared to 32 percent who are actually working saying that they're experiencing loneliness. The bottom 20 percent of Americans 60 and older have no assets. They're in debt half of those over 60 or older have an income below what's needed to cover their everyday costs. While older adults prefer to age in their homes, 60% are unable to afford two years of in-home, long-term services. In 2023, the median yearly cost of a home health care aide was $75,500. Studies show that aging in place saves the state money. Medicare, Medicaid costs were shown to be some $1,591 lower per month per individuals who age at home versus those who are a nursing home facility. And finally, elder abuse, prior to the pandemic, one in 10 senior Americans have experienced elder abuse. This increased to one in five during COVID. Elder abuse includes emotional, physical, and financial abuse. The National Council on Aging estimates that only one in 24 cases of elder abuse are ever reported to the authorities. So, some of the spotlights in a population group that is aging as we move forward. With that, I will introduce Representative Jacobson on rulemaking.

[00:16:33] **Speaker 9** Thank you representative Schneider The task force will have three main focuses First to identify agencies with broad agency rulemaking that's better left to the legislature To to strengthen Standing Committee review of rules and three a constitutional amendment to reimplement JCR AR Let's be clear the Wisconsin Supreme Court did a 180 turn on the rulemaking process in July overturning case law that had been a cornerstone of legislative oversight since 1992. Legislative Republicans and Democrats should both have an interest in limiting agency rule-making powers. The laws we follow should be made by the body closest to the people, and that's the legislature. Last week, the Assembly Committee on Health held a public hearing on a DHS rule that removed a number of references to Mother, and replaced it with the term inseminated person. Is this really a policy change that a majority of Wisconsinites support? Or is it one made by a handful of people in Madison with fringe political beliefs? I believe it's the latter. A new building code has also gone into effect after the recent Supreme Court ruling. We expect this to add tens of thousands of dollars to the cost of new housing construction at a time when Wisconsinites already face a severe shortfall of available housing. There could be a Republican in the governor's office after next year's election, and this topic could be one of Democrats' top priorities next session. With an open governor's race, we have an opportunity for a bipartisan revamp of the way we hold bureaucrats accountable in Wisconsin. I want to thank the speaker for entrusting me with chairing this task force. I look forward to getting down to work as soon as possible. Thank you. And with that, I think I'll turn it back over to questions.

[00:18:32] **Speaker 5** Questions for members?

[00:18:34] **Speaker 10** Superintendent Ketterman, can you explain what you mean by the Teachers' Bill of Rights and what the vet grants to teachers?

[00:18:43] **Speaker 2** So essentially, like we talked about, every teacher needs to be safe in his or her classroom. So there needs to a policy in place. What is the recourse if I, as a teacher, send a student away for some sort of violent disruptive behavior? Teachers and administration need to be on the exact same page. We're still finalizing some of the details, so I look forward to sharing the final bill with you when it comes out.

[00:19:09] **Speaker 11** Representative Kitton, anyone can feel free to jump in afterwards. So as we said, the education disparities between blacks and whites in Wisconsin are some of the worst in the nation, even after the passage of Act 20 and currently today. So can you tell me a little bit more, provide some statistics and information that how you think the Republican Party's bills, and specifically your math bill, will be the one to concretely reduce these racial disparities in education?

[00:19:31] **Speaker 12** Well, I think if you look at Act 20, and again, it's too early to measure the results of that, but we are hearing some very good things. And again, Mississippi is viewed as the blueprint for what can be done with math, and they have the highest minority percentage in the country. And their reading scores, I guess in math, but their reading scores have improved dramatically since they implemented similar legislation. So I believe that we are on the right path, that I think reading is the key. When you look the statistics of, you know, a student, if they are not reading at grade level in fourth grade, there's a two-thirds chance that they will end up on welfare or in prison. So I think there's nothing more important than teaching reading to these kids early, because if they don't learn to read, they're going to struggle. With everything else during school during their whole school career, and they're going to struggle in life So I think these things and math is very similar the blueprints not quite as clear We know what to do in reading math is a little less clear But I think that we are definitely on the right path to making sure that we don't just pass these kids Through school that we have an individual plan for them, and we don't t pass them on or we we That plan stays with them until they have caught up with at grade level

[00:20:44] **Speaker 13** Robin, I got a question, big picture, so you're talking about dictating discipline in local school districts, talking about parents, what they can do with social media, like, are you guys dictating state of the state level to locals and families and actually left up to them?

[00:20:58] **Speaker 5** So our normal place is local control. We have always stood strongly in favor of that, but there are some statewide standards that I think we need to set it. As an example, if you look at protecting teachers, I think that's very easy for us to say it doesn't matter if you teach in Milwaukee or Burlington, River Falls or Rice Lake, you should have the same protections to ensure that if a disruptive student happens at your school board, it's taken a position and that they're standing behind you. I would say the same things for basic functions of government. I think there should be statewide standards that we look at. We have done a good job in many ways of trying to do that while still maintaining local control and I think we'll continue to do that.

[00:21:37] **Speaker 14** What's your confidence level that any of these get taken up in the Senate, and have you had any discussions with Senator Lemahue about when they're even going to come back?

[00:21:46] **Speaker 5** So the Senate is continuing their deliberative process. We are the ones who work a little bit faster in the Assembly, but an awful lot of things become law because of our partnership with the State Senate. So yes, we have had preliminary discussions. They're going to be in this fall. They are going to pass a lot of good legislation. Some of it has already gone through our House. We have some of the stuff that they've already passed that we'll be taking up. So I am extremely confident that by February when we adjourn, we will have produced a good package of bills that we can all stand behind.

[00:22:14] **Speaker 15** Are you these bills bipartisan? Do you guys have democratic support for them? Kind of what does that look like?

[00:22:20] **Speaker 5** Sure, well the bipartisan process usually happens inside our speaker task forces. If you look at the way we've done it before, some task forces have decided that all bills are going to be bipartisan. Others are introduced by a Republican first, a Democrat second, sometimes they go back and forth. So the assumption is we would use the same process going forward. But again, that's up to our Democratic colleagues for them to choose to engage. We are asking, we hope they'll join us.

[00:22:43] **Speaker 10** So what's your timeline for the task force? Obviously, we have a session that consists of October, November, here this fall, and then January, February, possibly March next year. So are you hoping that the task force are done by the end of this year, and they have their bills prepared by the beginning of the year? Or are you looking at further into the spring? In it.

[00:23:05] **Speaker 5** The goal would be that by the end of the year, we have product from each of the task forces. Some might take longer, but as our tradition, the legislature will adjourn in the assembly in February, so any bills that we'd like to get moving through the process really should be introduced by early January, so we have an opportunity for us to have committee hearings and involve the entire legislature, but hopefully, if like normal, they're good, strong, bipartisan bills, they should be able to move pretty quickly.

[00:23:28] **Speaker 16** For the consolidation, Bill, you mentioned financial incentives, what exactly does that mean?

[00:23:35] **Speaker 17** So without giving away all of the details here, we are still sort of polishing up some of this policy that we really have taken input from people all around the state, from administrators, from educators, from WASBE, from the Administrators Association. And from school districts that have already consolidated or had attempted to and did not have, and hit a brick wall. So there are three main areas where there could be some money involved. When you have one or two or more school districts combined and you may have a situation where property values in one are much different than property values in another, so we have some legislation that we're considering that would help equalize the mill rate between. Two or more districts that that would maybe be backfilled a little bit some state money over time So that the impact of taxpayers isn't so extreme and more upfront would be the possibility of a grant for school districts who are exploring consolidation to do some feasibility work with Accountants and consultants and the like and then there's some there's potential to do Some stuff that might be related to grade sharing that's similar to what Iowa has done And then again, there's some stuff related to the actual process for reorganization.

[00:24:46] **Speaker 13** Thanks everyone, appreciate it. Real quick, the education bills and the drafts, will we see those like this month?

[00:24:52] **Speaker 5** So our goal is to have them all out next week or the following, so that we can begin the process to try to have our education goals, hopefully on the 4th or October 4th period.

[00:25:01] **Speaker 13** And then the task force will end in January. Correct.

[00:25:03] **Speaker 5** Thank you. Okay, thanks everybody. Thank you